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## NEWS AND NOTES

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### THE SPECIAL MEETING AT PHILADELPHIA

The plan of arranging a special meeting of the National Council of Teachers of English in connection with the Department of Superintendence of the National Education Association at Philadelphia worked out to the satisfaction of everybody. The attendance was large. Over four hundred persons were present at one or more of the sessions. All of the speakers save one were on hand and prepared. That one was Wilson Farrand, of Newark, N.J., who was unavoidably detained by business and ill health combined. The papers aroused keen interest and some of them were of deep significance. It is clear that English teachers, both East and West, are ready to attack their problems fearlessly and with open mind. There was not so much opportunity to express the spirit of comradeship as at the annual meeting in Chicago, but that spirit was manifest. The teachers of Philadelphia high schools, as well as those of neighboring schools, supported the meeting loyally. Verily it is good for brethren to dwell together in unity.

The first session was devoted to the topic, "The Improvement of Conditions." The latest findings of the Hopkins Committee were summarized by the secretary of the Council and a similar investigation carried on in New Jersey was presented by Assistant Commissioner Meredith. The topic was then discussed by Miss Baylor, of Indiana and Mr. Briggs, of New York. The session as a whole served to emphasize what is gradually becoming clear to all, namely, that the finest teachers and the best course of study will measurably fail so long as there are too many pupils and too little equipment. The present conditions are, generally speaking, intolerable and should not be endured.

The topic of the second session was "Efficiency." Professor Baker, of Columbia University, discussed "The Preparation of Teachers," Miss McKittrick, of Cleveland, "The Adaptation of the Work to Actual Conditions," and Professor Judd, of the University of Chicago, "The Measure of Results." These papers broke new ground and were most stimulating. The first two, possibly all, will appear in the *Journal*. Dr. Judd, among other matters, presented a view of the possibilities and limitations of scientific measurement of English work and, in passing, paid his respects to the Hillegas Scale.

The third session provided opportunity for discussion of the tentative plans of the Joint Committee on a National English Syllabus. The speakers were Mr. Dawson, of Syracuse, N.Y., Edwin Fairley, of New York City; Miss Simons, of Washington, D.C.; Mr. Dorey, of Trenton, N.J.; Miss Latham, of Columbia University; and Mr. Miller, of Detroit, Mich. Among the points touched upon were the relation of the course in composition to the course in literature, the place of literary history in the course, dramatic work, practical argumentation, training in speech, the use of modern books and magazines, standards of attainment, the need of flexibility, and the passing of the Uniform Requirements. All in all, there was surprising unanimity of opinion as to what the schools ought to do.

After the Council meeting, the Joint Committee on the National English Syllabus held two sessions, at which all the important questions involved were discussed. Among the results arrived at were the following: a statement of the aims of secondary English and of the general purpose and plan of the syllabus will be prepared for publication about the first of June, in company with similar material provided by the committees in charge of the other high-school subjects. This document will probably issue from the office of the secretary of the National Education Association. The portion relating to English will appear also in the *English Journal*. The details of the English syllabus will be worked out by various subcommittees. At present the following committees are planned for: on the attainment to be expected at the end of the sixth school year; on the composition projects suited to the intermediate school—the seventh, eighth, and ninth years; on composition projects for the tenth, eleventh, and twelfth years; on the selection and grouping of books for class study for the seventh, eighth, and ninth years, and for the tenth, eleventh, and twelfth years; on oral English, including its aims, material, and relation to other activities.

The committee will undertake to present a course covering six years, beginning with the seventh grade. This will be regarded as made up of two principal stages with three years in each. In this way the ninth grade will become the culminating point of a number of practical activities rather than the beginning of preparation for college or for business. No differentiation of courses in English seems necessary below the eleventh or twelfth grade. So much of so-called business English as is useful for any ninth- or tenth-grade pupil is useful for all. On the other hand, none need a good course of literary reading so much as those who will not go to college. The purpose of literary study and the

purpose of composition are recognized as essentially different, and neither must be sacrificed to the other. Many schools have established separate courses; others prefer a single course; in any case, the methods used must be adapted to the chief purpose in view.

The committee is aware of the need of great flexibility in the English course and also of the need of guidance for the inexperienced. Both will be provided for by means of a general bill of fare and several club breakfasts. Each of the latter will represent a minimum of work done in certain localities, whose peculiar conditions will be specified. A bibliography, a guide to written work, successful plans of school co-operation in English, and other means of self-help will be provided. The syllabus will, therefore, serve the purpose of standardizing and also of putting successful experience within reach of all.

The point of view is that of the school in its work of developing personality. Whatever will best accomplish this at any stage should be undertaken without regard to whether the pupils are to pursue such studies later or not. In other words, the secondary school will not be regarded primarily as a preparatory school. Moreover, the entire course will be built up *de novo* by developing it from the point of view of the pupils' actual interests and capacities. The principles of English composition, for example, will be taught as aids in carrying out certain composition projects which are vital to the pupils. This is opposed to the plan of parceling out the theory of rhetoric and inventing exercises to accompany the theory. It is believed that this method of attack is new and that it is called for by the present state of secondary education.

The committee invites suggestions and information from all sources. It would welcome the co-operation of state departments of education, especially those which have recently prepared courses in English or which have such in contemplation, as well as that of schools and individuals. Correspondence may be directed to the chairman of the committee, James F. Hosic, Sixty-eighth Street and Stewart Avenue, Chicago, Ill.

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#### THE ENGLISH SECTION OF THE ASSOCIATION OF SECONDARY SCHOOLS IN THE UPPER OHIO VALLEY

Almost one hundred members of the English Section of the Association of Secondary Schools in the Upper Ohio Valley attended a meeting held in connection with the annual meeting of the general Association in Pittsburgh on February 22, 1913. The section program was as

follows: (1) "The Over-Teaching of English Literature in Secondary Schools," by Professor Robert J. Peters, of the Carnegie Institute of Technology; (2) Round-Table Discussion: "How to Get Results in English Composition;" Leaders, Miss Jean S. Wilson, of Alleghany High School; Mr. F. B. Hildebrand, of Duquesne High School; Miss Mabel E. Mulock, of McKeesport High School; Mr. James V. Thompson, of Shady Side Academy; (3) Question Box, in charge of Mr. F. L. Homer, of Central High School, Pittsburgh, and Mr. Orton Lowe, Assistant County Superintendent of Schools; (4) Report of the Meeting of the National Council of Teachers of English, Chicago, 1912, by Mr. E. C. Noyes, of Fifth Avenue High School, Pittsburgh.

So fortunate was the section in its choice of speakers that practically all members agreed with the enthusiastic comment of the secretary *pro tem*, "by far the best meeting I've attended in years." A brief summary of the papers follows.

Professor Peters, in treating the first subject, spoke of the causes of the over-teaching of literature, viz., the "science" method of teaching, the narrowness of the college-entrance requirements, etc., and then urged the teaching of literature as a fine art, for the pleasure and inspiration to be obtained, rather than as a "disciplinary" subject. A wider range of literature from which to select, especially the utilization of contemporary writing, was the final appeal of the speaker.

In the discussion of the second topic, Miss Wilson emphasized the importance of first securing the pupil's interest, of a thorough knowledge of the pupil by the teacher, and of a choice of theme subjects tangent to rather than parallel with the work in literature. Mr. Hildebrand treated (1) the necessity of impressing definite ideas concerning proper form and the mechanics of writing in the grade schools and early in the high-school course; (2) the use of grammar in organizing the pupil's conception of sentence structure; (3) the great value of oral composition, both as an end in itself and as a preparation for written work. Miss Mulock's creed follows: Fit composition work to actual class conditions and needs; explain the exact purpose of every assignment; concentrate on one point at a time, but require always the observance of points previously covered; let the pupil do the work of revision; develop the use of the outline as a help and time-saver, rather than as an additional task; develop interest by the use of varied subjects and of subjects that are worth while; develop the pupil's desire to do well, and require his ever-increasing best. The last speaker, Mr. Thompson, said that the teacher's first aim should be to form good habits of thought in the minds

of pupils, and treated the value and use of the outline in connection with that aim.

After a year's work, a committee appointed to ascertain the most common errors of speech (chiefly local) among high-school students made its final report in the form of a six-page pamphlet. This report has been considered so valuable that already a number of schools in the vicinity have adopted it as a basis for corrective exercises. Copies may be obtained from the secretary.

The officers elected for the coming year were as follows: President, C. J. Geer, Shady Side Academy, Pittsburgh; Vice-President, A. F. Walker, Tarentum High School, Tarentum, Pa.; Secretary-Treasurer, C. B. Story, Wilkinsburg High School, Wilkinsburg, Pa.; Members at Large of Executive Committee, Mary J. Stone, Rochester High School, Rochester, Pa., Edward Sauvain, Central High School, Pittsburgh, Pa.

CHESTER B. STORY, *Secretary*

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#### THE NEW JERSEY ASSOCIATION

The annual meeting of the New Jersey Association of Teachers of English was held in Jersey City, February 15, 1913. About sixty were present. The Committee on Grammatical Nomenclature reported that it advised deferring further action until the general committee has formulated a plan. An address by the supervisor of high schools, Mr. Meredith, followed, on "Actual Present Conditions for the Teaching of English in New Jersey." Mr. Mertz, in opening the discussion, presented data which he had gathered from answers to the questions sent out. The association extended a vote of thanks to Mr. Steinmetz for his excellent work in making the investigation.

In the afternoon the association listened to an address by Thomas H. Briggs, of Teachers College, New York, on "The Function of Literature in Our Schools." The leading ideas presented were that literature breaks up the monotony of life by entertaining and amusing; it interprets for us the ordinary experiences of life; it prepares us for the inevitable experiences of life. Miss MacMullan, continuing the discussion, pleaded for sincerity, sympathy, and inspiration in the classroom.

Officers were elected as follows: President, W. Patterson Atkinson, Jersey City; Vice-President, Cornelia MacMullan, Montclair; Secretary-Treasurer, Arthur Wakefield, Hoboken; Executive Committee, Miss Coult, Miss McNary, Miss Reeve, and Mr. Axson.

ARTHUR WAKEFIELD, *Secretary*

## CAN YOU ANSWER THEM?

Mr. C. W. Lucas, of the DeLancey School in Philadelphia, sends the following test of general information, which was given to the pupils in that institution in November, 1912. The prizes were awarded by classes, so that the younger boys had a chance to win.

## I

(1) Name three of the political parties in the recent national election. (2) Name the president-elect and the vice-president-elect. (3) How many electoral votes has Pennsylvania? (4) In the event of the death of the president and vice-president, who acts as president? (5) Name the president of Mexico. (6) Name the president-elect of Cuba. (7) Name the engineer in charge of the Panama Canal. (8) Name the president of Princeton College. (9) Name the archbishop of the Philadelphia diocese. (10) Name the Director of public safety, Philadelphia. (11) Designate the chief allies in the war against Turkey.

## II

Mention some event of recent or current interest associated with each of the following: (12) Dr. Sun Yat Sen; (13) Nogi; (14) Nicaragua; (15) Clarence Darrow; (16) Felix Diaz; (17) Billy Rugh, of Gary; (18) Jane Addams; (19) Adrianople; (20) Amundsen; (21) Thorpe, of Carlisle; (22) Dr. Ellis P. Oberholtzer; (23) Sir William Ramsay.

## III

(24) What is an artery? (25) What is a vein? (26) What are the emergency directions for a severed vein? (27) What are the emergency directions for a severed artery? (28) Name a common remedy for burns. (29) What is the normal temperature of the body? (30) What is the number of cubic inches in a gallon? (31) What is a meridian? (32) What is a parallel of latitude? (33) What is the latitude of Philadelphia? (34) Name some place in Europe of corresponding latitude. (35) What is the letter postage to Great Britain? (36) Explain these abbreviations: R.F.D.; C.O.D.; F.O.B.; R.S.V.P. (37) What three colors (signal lights) is a boat required to display at night? (38) What tack (in sailing) gives the right of way? (39) What are two advantages of the keel for a sailboat? (40) What car won the recent Vanderbilt Cup race? (41) What is the speed record for the hydroplane? (42) Why is a hydroplane faster than a displacement boat? (43) How many leaves to a stem has poison ivy? How many has Virginia creeper? (44) Give an example of a powerful alkali. (45) What is the normal rate at which sound travels? (46) What is the best material for conducting electricity? (47) What is meant by the term, "harvest moon"? (48) Name three of the chief products of the southern states. (49) What state produces the most corn? (50) What state mines the most coal? (51) What is the value (in United States money) of a franc?

(52) What is the farthest western city with which one can talk by 'phone from Philadelphia? (53) What is the height of the tide in Delaware Bay? (54) What is meant by a baritone voice?

## IV

(55) Who was the Shepherd King of Israel? (56) Who said, "Whither thou goest, I will go; and where thou lodgest, I will lodge"? (57) What is the meaning of the word "gospel"? (58) What was the Promised Land? (59) Who was the greatest Trojan leader? (60) Who defended Thermopylæ against the Persians? (61) Who was the greatest Greek orator? (62) Who sent the message, "I came, I saw, I conquered"? (63) Who won at Actium? (64) Who founded the faith of Islam? (65) Who was called "The Scourge of God"?

## V

In what way was each of these persons famous? Refer, when possible, to some special achievement (in art, literature, science, mechanical progress, exploit in war, or statesmanship): (66) Michael Angelo; (67) Galileo; (68) Robert Bruce; (69) Jenner; (70) Beethoven; (71) Watt; (72) Rembrandt; (73) Lord Nelson; (74) Bismarck; (75) Florence Nightingale; (76) Tolstoi; (77) Henri Poincaré; (78) Cervantes; (79) Gutenberg; (80) Sir Isaac Newton; (81) Cuvier; (82) Schiller; (83) Richelieu; (84) Metternich; (85) Molière; (86) Darwin; (87) Jenny Lind; (88) Cecil Rhodes; (89) Horace Howard Furness.

## VI

(90) Why is Pennsylvania called the "Keystone State"? (91) What was the "Walking Purchase"? (92) What is the origin of Thanksgiving Day? (93) Who drew up the Declaration of Independence? (94) Who was the first commander of the Continental Army? (95) Why were the "Blue Laws" so called? (96) Who published "Poor Richard's Almanac"? (97) When did the Constitution of the United States go into effect? (98) Who was "Old Hickory"? (99) Who invented the cotton gin? (100) Who invented the telephone? (101) Who was Hiawatha? (102) Who was Daniel Boone? (103) What was the meaning (in American history) of "Fifty-four forty or fight"? (104) Who said, "We have met the enemy and they are ours"? (105) Who were the "carpet-baggers"? (106) What was the Freedman's Bureau? (107) Who were the "Molly Maguires"? (108) Who led the charge of the Virginians at Gettysburg? (109) What was the Civil Rights Bill? (110) Who invented the reaper? (111) Who invented the mimeograph? (112) Who, lashed to the mast, led his ships in the battle of Mobile Bay? (113) Who was the American pioneer in aviation? (114) What president started the work on the Panama Canal?

## VII

(115) Describe briefly a painting in the Pennsylvania Academy of Fine Arts. (116) Who painted the "Mona Lisa"? (117) Who composed *Parsifal*? (118) Who composed *The Cricket on the Hearth* (opera)?



Name a work of each of these authors: (119) Milton; (120) Scott; (121) Longfellow; (122) Goldsmith; (123) Burns; (124) Hawthorne; (125) Dickens; (126) Tennyson; (127) Stevenson.

## VIII

Identify by author and work the following quotations:

- (128) "All the world's a stage,  
And all the men and women merely players;"
- (129) "God's in his heaven—  
All's right with the world!"
- (130) "Mine eyes have seen the glory of the coming of the Lord."
- (131) "They sing no more by the glimmer of the moon  
On the bench by the old cabin door."
- (132) "Nail to the mast her holy flag,  
Set every threadbare sail,  
And give her to the god of storms  
The lightning and the gale!"
- (133) Quote a verse from the Sermon on the Mount.
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The Executive Committee of the National Council of Teachers of English has decided that the next annual meeting shall be held in Chicago at the Thanksgiving recess. A special conference of delegates will be arranged for the evening of Thursday. There will be only three section meetings instead of five. Among the committees which will report will be those on English in the country school, by Walter Barnes, of the normal school at Glenville, W.Va.; Preparation of High-School Teachers of English, by Franklin T. Baker, of Teachers College, New York; Preparation of College Teachers of English, by the secretary of the Council; Investigation of the Pedagogy of English, by Nathaniel Barnes, of DePauw University. Contributions may be expected also from the committees on Composition Teaching, on Equipment, on the High-School Course, on Home Reading, and on Grammatical Terminology.

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The next conference of schools co-operating with the University of Chicago will be held at the University April 18 and 19, 1913. The topics for discussion in the English section are as follows: (1) "Repetition and Duplication in School and College Work in English"; (2) "The Use of Scientific and Industrial Material as a Part of the Course in English in the High School"; (3) "An Experiment in the Teaching of Freshman Literature."

The preliminary announcement of the Third Annual Convention of the Drama League of America has been issued. The convention will be held in Chicago at the Hotel La Salle, April 24, 25, and 26, 1913. The general subject is "Modern Theater Movements and Tendencies in Drama." The list of speakers includes Clayton Hamilton, Percival Chubb, Raymond M. Alden, Felix E. Schelling, and S. H. Clark.

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With the ninth issue, that of February, 1913, the quarterly review called *The Drama* passed into the hands of the Drama League of America. The new managing editor is Mr. Theodore Hinckley, of the University of Chicago High School, who is chairman of the league's education committee and who has been active in the management of Chicago's Little Theater. The board of advisory editors remains unchanged, and the general policy of the magazine will be continued. This latest issue contains a complete translation of Freytag's *Die Journalisten*, by Roy Temple House; an appreciation of Freytag, by Martin Schütze; "The Birthplace of the Modern Drama," by H. C. Chatfield-Taylor; "The Seagull Theater of Moscow," by Lucy France Pierce; "The American Pageant Association," by Frank Chouteau Brown; and "Pageants and Pageantry," from the Boston Twentieth Century Club *Bulletin*.

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In the book notices of the March *Journal* Miss Dopp's *Early Sea People* appeared as "*Fairy*" *Sea People*, which hardly measures up to the author's conception, inasmuch as she has tried to present the actual life of the time.

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The Committee on Grammatical Terminology appointed by the New Jersey Association made the following additional recommendations at the November meeting:

1. Use of the terms "strong and weak verb."
2. Use of the terms "perfect and pluperfect tenses."
3. In giving principal parts the discarding of the present participle.

Further we call attention to the use of the term "subject of the sentence." It seems difficult for pupils to differentiate between the subject of the sentence and the subject of a verb. To obviate this difficulty, would it not be better to use "topic" instead of "subject" of the sentence?